

**LEARNING STRATEGIES USED BY HIGH PROFICIENCE STUDENTS IN
DEVELOPING SPEAKING SKILL AT SMPN 3 GEGER**

A CASE STUDY

PUBLICATION MANUSCRIPT

Submitted As A Partial Fulfillment Of The Requirements
For Getting Master Degree In English Language Teaching Study



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MAGISTER OF LANGUAGE STUDY

UNIVERSITY MUHAMMADIYAH OF SURAKARTA

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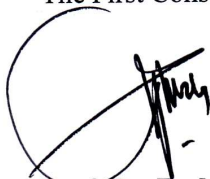
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LEARNING STRATEGIES USED BY HIGH PROFICIENCE STUDENTS OF SMPN 3 GEGER IN DEVELOPING SPEAKING SKILL A CASE STUDY

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This study investigates strategies for developing speaking skill: a case study on high proficiency students of SMPN 3 GEGER. The purpose of the study is to describe the strategies in improving speaking skill. The type of this research is case study which aims at describing the subjects' learning strategies in improving speaking skill. The subjects of this research are three students chosen based on the speaking class. The data of this research are elicited interview, observation and documentation. The result of this research shows that the three of the subjects uses almost all of the learning strategies proposed by O'Malley and Chamot. However their action and attention in learning speaking are different. S1 uses 12 learning strategies which consists of 5 metacognitive strategies; advance organizer, directive attention, selective attention, self-management, self-evaluation, 5 cognitive strategies which consists of repetition, resourcing, imagery, elaboration, and socio-affective strategy that is question for clarification. S2 uses 11 learning strategies which consists of 5 metacognitive strategies which consists of repetition, resourcing, directed attention, selective attention, self-management, self monitoring, note taking, and self evaluation. S3 uses 7 learning strategies which consists of 3 metacognitive strategies; advance organizer, selective attention, self management, 4 cognitive strategies which consists of repetition, resourcing, and two socio affective strategies those are cooperation and question for clarification. Based on the result of this research, the researcher concludes that all of the learning strategies used by the subjects are effective strategies which are important to improve the learners' speaking skill.

Key Words: learning strategies, speaking skill, a case study.

I. INTRODUCTION

Language learning is not a set of easy steps that can be programmed is a quick do-it-yourself kit. Any people achieve fluency in a foreign language within the confines of the classroom activities. Fauziati (2010: 2) that language learning as a term which covers the trajectory from early acquisition through later development and ultimate proficiency. Language learning is seen as a cognitive

skill that is developed and honed through interaction with other users in specific learning environment. The statement above means that language learning is the trajectory from the early the students learn the language and after that the student shows the development and ultimate proficiency. The students have to use the language through the interaction with others. Student lacks motivation and the right attitude in learning a language, then the student would look at things differently and the importance of learning a language like English would be dealt with in an uninteresting manner.

Talking of learning strategies in general is a possible reason for the effectiveness. The language learner is seen as an active participant in the learning process, using various mental strategies in order to sort out the system. Regarding linking the general concept of using strategies to enhance learning is not new. Learning strategy use and proficiency of the students, to use the strategy which vary according to proficiency themselves, in order that knowledge of the patterns reportedly used by more proficient students might be made available to less proficient students. It aware of any other studies which have looked, as this one did, at how reported strategy use changes over time and how such changes relate to proficiency.

From a strategic point of view, individual learners are seen as capable of making deliberate efforts to use learning strategies interact in a complicated way with other individual factors such as intelligence, aptitude, attitudes, motivation and anxiety. Other possible learner variables which have the potential to affect the choice of language learning strategies might include personality, learning style, beliefs and personal circumstances.

Furthermore, Learning strategies are some actions or techniques which are taken by the learners to help them process and remember some new information concerning the target language. Learning strategies include strategies for identifying the material that need to be learned. Distinguishing from other material, grouping it for easier learning, and formally committing the material to memorize when it does not seem to be acquired naturally (Cohan, 1998: 5). The techniques can be naturally to make themselves understand that new information so that learning can be easier as well as more enjoyable.

In this study, the writer describes learning strategies used by the high students proficiency in developing speaking skill, it is very important because by mastering speaking ability, the students can communicate with the others. Besides that, nowadays is a globalization era, so willingly the students have to understand and mastering the English especially in mastering the speaking ability to communicate and understand about what is going around them.

Speaking in foreign language is a challenging task for language learners. There are some features that interact to make speaking a challenging task for foreign language learners. Firstly, fluent speech contains reduced forms, such as contractions, vowel reduction, and elision. Secondly, slang and idioms are often used in speech. Thirdly, learners also must acquire the stress, rhythm, and intonation of English. Finally, learners have to have interaction with at least one other speaker. Students in the class have many differences in their ability in speaking Skill.

Thus, the strategies have to be learned in exactly the same way. The different way to improve Speaking skill is English contest. It means to show their speaking ability. But in a fact, now all of students have confidence to do it. They are anxious, nervous, clumsy tounge when they speak English. Likewise in the classrooms. They are shy to talk with their friends in English. They still use mix language, it is indonesian-English. So, in able to speak English well it depends on the students and their strategy.

Thus, this research is ensured for its position which focuses on the learning strategies used by high proficienced students in developing speaking skill, to differentiate the previous studies and current study, the researcher describes the learning strategies used by the students in developing speaking skill. In the English class the students that consist of 30 (thirty) students, 12 girls and 18 boys. There are three high proficiency students in the class. They are Aryo Wibisono, Ajeng Hartini and Mulyasri. The three students are classified into the high proficiency students by the English teacher. Before the students start the lesson, they prepare the strategy used in the speaking class.

II. The Research of Methodology

The type of this study is case study. Case study is concerns with an in depth investigation into individual, group or collection of individuals which have similar attributes. It can be undertaken using a variety of data collection methodologies, but is generally concerned with developing a detailed understanding of particular institution, individual or phenomenon. In this research, the writer tries to describe the learning strategies used by the students of SMPN 3 GEGER in improving their English ability. This research concern with situtation of the subjects in improving their english ability.

The subjects of the research consist consists of three students; they are high proficiencies students taken from eight grade of SMPN 3 GEGER. T he researcher chooses the students of SMPN 3 Geger because some of the students, that is the high proficiency students have joined the English reading contest, poem reading contest, and English debate contest that are held in the Region. And the students ever got the prize for the contests.

The objects of the research are three students of eight grades at SMPN 3 GEGER to develop their speaking ability. The data of this research are information about learning strategies are taking from the students at SMPN 3 GEGER. These data are take from observations, documentation and interview. In this research the data sources are the students eight grade at SMPN 3 GEGER. To make sure the validity of the data collected, the researcher used expert judgment. In this case the writer asked one of the teachers at SMPN 3 GEGER, he is Agus Supriyanto, to confirm the process during the data collection and to crosscheck the data collected to get additional information.

The participant answers all of question from the interviewer used combine languages, there are Indonesian language and English, because intended to obtain clear understanding of what is uttered by both researcher and participants. The writer held interview twice for each subject. First, the students conducts interview on October 8th 2013 at the class of the students. Second, the students conducts interview on October 14th 2013 at the school yard at SMPN 3 GEGER.

The writer only acted as the passive observer in the class. The writer did not interact as well as the teacher. The observation was held on October 2013 at the school. The writer only observed and took note about learning strategies used by subjects of research in the class. Based on the statement above, it can be assumed that observation is a tool to collect the data which is done systematically and coincidentally. In this observation, it is intended to monitor the real condition without having intentionally effort to persuade, organize or manipulate it. Through observation, the researcher wants to know the situation about learning strategies in developing speaking English. Observation phase can answer the research questions that have been uttered by the researcher before.

The written documentation is used in this research. All the documentations that related to the research must be written down as the source of the information. In this research the researcher uses some kinds of documents, they are: score list, report and charter.

The data in this research are analyzed by using case study. The writer provides description of phenomena that occur natural without the intervention of an experiment and artificially contrived treatment. According to Sutopo (1996:88), there are three step used in this model. Thus, some part of them as follow:

The writer took the data from interview and observation. In this step, the writer interview interviewed the subject of this research; they are the high proficiency students in the English class. She also held observation in the class and take notes in purpose of succeeding the data. This step is Data display; the writer describes and discusses the finding of the research in the form of systematic classification. Therefore, it is case to be understood and to be analyzed and the writer tries to classify and breakdown the data and information that have been obtained and classified in order to analyze the data in a specific way and concern as the research in planned.

The last step is making conclusion and suggestion based on the data analysis. The writer makes sum up and classifies the data that have been

obtained. After that, she infers the research finding into a single overall conclusion accordingly and the research data. "The meanings emerging from the data have to be tested for their plausibility, their sturdiness, their 'confirmability' that is, their validity" (Miles and Huberman, 1994, p. 11). Validity means something different in this context than in quantitative evaluation, where it is a technical term that refers quite specifically to whether a given construct measures what it purports to measure, it done to check the truth of the data that collected, the researcher will do triangulation of the data through the data source. It is also used to check the data validity.

Data Triangulation is qualitative cross-validation. It accesses the sufficiency of the data according to the convergence of multiple data sources or multiple data collection procedures Sugiono (2010: 273). It means that by doing the data triangulation to make the qualitative cross-validation that can access the sufficiency of the data according to the convergence of multiple data sources or multiple data collection procedures in the research.

By doing the procedures, the researcher can make the data becomes valid and trusted. The researcher can make sure the reader and the other researchers about this matter the explanation above means that if there are any differences between the respondent and the information, the validation of the data is doubtful. In this case the researcher has to do the intend research. So it can be known which information is true.

III. RESEARCH FINDING AND DISCUSSION

There are three kinds of the student's ability in English who has high, middle and low English ability but, that all of learning strategies used by the subjects were effective strategy to improve speaking skill. Social learning strategy gave directly contribution to the students who had a middle or poor ability in speaking skill to overcome their misunderstanding with tescher's explanation because the teacher was a native speaker. In addition, the students can reduce their anxiety in speaking class using affective learning strategy

which led them to speak fluently while they got a topic from the lecturer especially a native speaker. This research finding is in line with the previous finding because both of the researchers have the same result findings of the research.

The researcher analyses the data that has got from the field study which is implemented with the learning strategies theory. It is to answer and after the research problems that have been stated before in this research. They are three students to be analyzed in learning strategies developing Speaking skill.

First, he is Maliki is the 8 grade year students of SMPN 3 Geger. The researcher chooses the students of SMPN 3 Geger because some of the students, which are the high proficiency students, has joined the English reading contest, poem reading contest, and English debate contest that are held in the Region. In this research, the researcher divides the elements of pronunciation in speaking English into three categories. They are: Metacognitive Strategies, Cognitive Strategies, and Socioaffective Strategies.

He applies some learning strategies by using the theory of learning strategies proposed by O'Malley and Chamot. Learning Strategies Used by Maliki in developing speaking as follows; The metacognitive strategies. He uses six metacognitive strategies: these are, Advance Organizers, Directed Attention, Selective Attention, Self-Management, Self Monitoring, and Self Evaluation. Advance organizers are making a general but comprehensive preview of the organizing concept or principle in anticipated learning activity. From the research finding, it can be show that he applied the advance organizer learning strategy in mastering his speaking skill by making a concept before they present his speech.

Self-monitoring is checking, verifying, or correcting one's speech for pronunciation related to setting or to the people who are present. In this strategy the student is correcting his pronunciation by asking the order people who more understand. This strategy is suitable with Rubin (1995:38) that strategy emphasized include willingness to guess, to appear foolish, to practice and to monitor. Self-Evaluation is one's of type learning strategies in which the learners check the outcomes of their own language learning and measure how

well they do the speaking task by them self. That he finds the correct meaning and spelling by opening the dictionary. Because sometimes he feels uncertain with his pronounce. So, he opens the dictionary and ask his mother to check pronounce correctly.

Cognitive strategies are strategy used by students that involves mental manipulation or transformation of material or task and intend to enhance comprehension, acquisition, or retention. Maliki uses Repetition, resourcing, Note-taking, Deduction. Repetition is repeating a chunk of language to word or phrase in the course of performing a language task. It means that the learner needs to repeat some new words in order they can memorize it. Resourcing is using available reference sources of information about the target language, including dictionaries, textbook, prior work and internet. In this strategy the learner needs available reference and sources of information about the target language. Note-taking is writing down key words and concepts in abbreviated verbal, graphic, or numerical form to assist performance of language task. From the observation he needs to write down key words from the difficult mastery in deep he can understanding the material in speaking English. Deduction is consciously applying self developed rules to produce or understand the target language.

Functional Planning The students are planning for the task and rehearsing linguistic component necessary to carry out an upcoming language task. In this strategy, the students are planning either written or spoken discourse. He always makes a note about the point of his speaking. He also memorizes or practices his concept in front of the mirror. Besides that, he practices his speaking with his mother or moreover with native speaker to improve his speaking skill. He prepares his speech contest by doing this kind of learning strategy that is planning the concept before presenting her speech. He plans the concept both written and oral then he practices it by self in from of the mirror and present to his mother at home. There are some ways that to increase their speaking ability, some of them are by watching movies on

television, listening to the music, try to sing the English songs, try to interact by speaking with the English teacher and their friends.

Social-affective selection is strategy that learner needs to make an interaction with another person to evaluate his learning task or using affective control to assists learning task. It consists of cooperation and asking question for clarification. It is strategy used by the learners in which they work with one or more peers to obtain feedback, pool information or model a language activity. In other words, a learner was studying together with their friends to practice speaking skill. He takes cooperation strategy in mastering speaking skill. It can be show from the effort for asking her friend s to check his speech performance which deals with it's pronounce which deals with its pronunciation and spelling before presentation. It is a strategy in which the learners ask the teacher or other native speaker for repetition, paraphrasing, explanation and example or verifications. He asks his mother and teacher to speak with easily and correctly.

Second, Learning Strategies Used by Amelia Citra in developing speaking as follows;, has joined the English reading contest, poem reading contest, and English debate contest that are held in the Region. In this research, the researcher divides the elements of pronunciation in speaking English into three categories. They are: Metacognitive Strategies, Cognitive Strategies, and Socioaffective Strategies.

Directed Attention is a strategy where the learners have full concentration during the task. Try to maintain the concentration and ignore irrelevant distracter during the task. In learning speaking, Citra uses the directed attention strategy in speaking activities. Learning is getting the knowledge of a subject or a skill from study. Experience or instruction are giving attention to the teacher's explanation will make the learning easier.

Delayed Production is consciously deciding to postpone speaking in order to learn initially through listening comprehension. In this strategy, she is listening to the teacher or native speaker to learn English. Citra usually listens to the teacher explanation or native speaker in the song or movies before begin to speak, to make sure that she can speak well. It helps her to understand easily

and be able to use the language. Citra tries to listen the teacher's explanation the subject used English and she often listen western songs. It can help her to understand easily and able to use and produce the language.

Self-Evaluation is one's of type learning strategies in which the learners check the outcomes of their own language learning and measure how well they do the speaking task by them self. Based on the interview and observation above, that Citra finds the correct meaning and spelling by opening the dictionary. Because sometimes she feels uncertain with his pronounce. So, she opens the dictionary and ask her sister to check pronounce correctly.

Based on the interview and observation above, the writer concludes that she applies the resourcing strategy by browsing internet as the references to know the meaning and how to spell it correctly. Note-taking is writing down key words and concepts in abbreviated verbal, graphic, or numerical form to assist performance of language task. From the observation he needs to write down key words from the difficult mastery in deep he can understanding the material in speaking English

Third, Learning Strategies Used by Tania Febrianti in developing speaking skill. Based on the research, the writer knows that Tania tries to listen the teacher's explanation the subject used English and she often listen western songs. It can help her to understand easily and increase her vocabularies. Tania always looks up her dictionary to get the correct pronunciation and the meaning of the words that she hasn't understood yet. She has done show that she repaid the new words it over and over to get good memorisation.

Resourcing is using available reference sources of information about the target language, including dictionaries, textbook, prior work and internet. In this strategy the learner needs available reference and sources of information about the target language. The writer concludes that the students apply the noting strategy by taking a summary and writing down for her speaking task. Social-affective selection is strategy that learner needs to make an interaction with another person to evaluate his learning task or using affective control to assists learning task. It consists of cooperation and asking question for clarification.

As for social/affective strategies, the thing was most frequently employed by the students. the language use affects strategy employment and classroom interaction offers little opportunity for the use of social strategies with the exception of questioning for classification. Self-talk items being next in suggestive of the anxiety experienced by the students about performing speaking tasks which could be related to their being at the stage of adolescence. After puberty, the affective filter strengthens, that is, adolescents are more cautious in taking risks that might lead to embarrassment. It is strongly suggested that this anxiety also stems from the students' lack of confidence in speaking English due to their limited proficiency. This was revealed by their lack of accuracy and fluency when producing the second language. The reason why a classroom setting may provoke language anxiety could be that an individual's self-image is so closely related to how he/she communicates.

IV. CONCLUSION

Based on the analysis of the data findings, the researcher concludes that the students apply almost all of those strategies proposed by the O'Malley and Chamot; metacognitive strategies, cognitive strategies and socio-affective strategies to develop their speaking skills.

Actually some strategies they applied in their learning were good ways in learning. All of them have different action and the attention in their learning activity. The first subject used the learning strategy consciously, prepared the materials before the class begun, confidence and had full concentration with high attention. The second subject used the learning strategy curiously, full concentration and high attention, whereas the third subject used the learning strategy with low attention and full concentration in learning. Although they use the same learning strategies, but they have different in the action and concentration in using the learning strategies.

The students use various types of metacognitive strategies, they are: Directed attention, self monitoring, delayed production and the last is self evaluation. The students also use various type of cognitive learning strategies.

The most of affective learning strategies that are used by the students in the speaking class is repetition. In here, the students can imitate a language model, including overt practice and silent rehearsal. From imitating the native speakers, the students can follow them and they are as the model language for the students. Another hand, the students used of affective learning strategies they are resourcing, note-taking and deduction in order to get fluent in speaking English.

The Social affective strategies that are used by the student during the speaking class are: cooperation and question for clarification. Self-talk items being next in suggestive of the anxiety experienced by the students about performing speaking tasks which could be related to their being at the stage of adolescence. By doing this kind of strategies can encourage the students ability and braveness in speaking English in front of the class.

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